

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	<b>5:00 p.m. Central Time, May 13, 2014</b>	
<b>Submittal information:</b>	<b>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin TX 78701-1494 </div>	Place date stamp here.
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Pflugerville ISD	227904	Connally HS/227904003, Westview MS/227904042, Northwest EL/227904104	
Vendor ID # 746001874	ESC Region #	US Congressional District #	DUNS #
746001874	13	10	
Mailing address	City	State	ZIP Code
1401 West Pecan	Pflugerville	TX	78660

**Primary Contact**

First name	M.I.	Last name	Title
Victor		Valdez	Executive Director Technology
Telephone #	Email address		FAX #
512-594-0230	Victor.Valdez@pfisd.net		512-594-0231

**Secondary Contact**

First name	M.I.	Last name	Title
Kathryn		Ives	Coordinator Instructional Technology
Telephone #	Email address		FAX #
512-594-0226	Kathryn.Ives@pfisd.net		512-594-0231

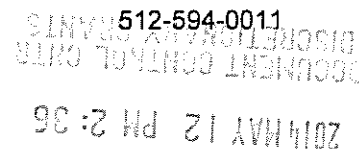
**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Alex		Torrez	Superintendent of Schools
Telephone #	Email address		FAX #
512-594-0010	Alex.Torrez@pfisd.net		512-594-0011
Signature (blue ink preferred)	Date signed		

*Alex Torrez 5/12/14*  
Only the legally responsible party may sign this application.

  
2014 MAY 12 PM 2:36

**Schedule #1—General Information (cont.)**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Pflugerville ISD mission, vision and philosophy for technology use is to ensure that technology tools are an integral part of the learning process. With these tools students are prepared to be productive users with the acquired information. We believe that repurposing District equipment respects our community stakeholders' continued investment in technology. It also provides a way to transform the family culture as it supports students in continually developing 21<sup>st</sup> century skills

The Pflugerville ISD intends to address students' lack of dedicated technology access outside the typical school day. We also want to ensure daily access to digital literacy advancements and electronic instructional materials connected to the core content curriculum. To resolve the access inequality, the District, using grant funds, will implement a Technology Lending Library that will repurpose "end-of-life" desktop devices and provide Internet access to each identified student(s) for home use. In addition the District will purchase 35 tablet devices for each identified campus for BYOD daily use.

The desktop computer will be used in the student's home environment. The grant will supply the funds to purchase an Internet modem and Internet access for each of these redeployed devices. The repurposed desktop computers will use an Open Source Operating System, an Internet Browser, filtered Internet reflective of current District standards and additional open source software to ensure students may access, consume, and interact with digital instructional materials. In addition, students will be able to create, collaborate, communicate and submit assignments through the Google Apps for Education environment. The repurposed "end-of-life" desktop computer will have the same functionality as the tablet device, thus ensuring a student may access and use digital content in creating original products to complete assignments.

The tablet devices will be available for check out to identified students during the school day and in after school instructional programs. The purchase of these devices will enable identified students the opportunity to participate in BYOD and access electronic content in the classroom.

The District has recently passed a Bond. Beginning in July of 2014 this will enable the District to improve and expand the wireless Internet access for each campus. While many students will be able to easily participate in BYOD using the District wireless environment, our economically disadvantaged students will have limited opportunities to access the wireless provided to community stakeholders by the Bond election.

Campuses and the selected students were based on the economically disadvantaged percentages from the AEIS report dated 2011-2012. The District overall Economically Disadvantaged population was at 53%, while the 3 selected campuses showed their Economically Disadvantaged populations all greater than 62%. Of special note is the selected Middle School campus. The ED rate at this campus is 74.3%. Pflugerville ISD will also seek to target Economically Disadvantaged families that have students enrolled in 1 or more of the participating campuses in the selected feeder pattern. This will ensure grant acquisitions benefit a larger student population that includes all identified Economically Disadvantaged students.

In preparation for the Bond passage and the expanded wireless deployment, the District has written and adopted a Responsible Use Guidelines Policy for all Staff and Students. In addition to this new policy, the District has created a parent notification document to be included in the Student Handbook. The document notifies the student and parent of the Google Apps for Education account, the Responsible Use Guidelines for Technology and includes an OPT-OUT policy for Google Apps and access to the Internet that parents may select for their student. The Responsible Use Guidelines notify parents that monthly instruction by classroom teachers using Common Sense Media Curriculum on Digital Citizenship will ensure all Technology Applications TEKS are addressed, monitored and mastered. The District will provide an addendum for students selected to participate in the Technology Lending Library that ensures the understanding that the District RUG applies at school and also at home when using District owned devices.

Equity among all students, whether Secondary or Elementary was foremost in our budgetary decisions. The District stakeholders expect staff to respect, implement and use all previous and current technology expenditures to end-of-life and beyond. Therefore, we budgeted residential access/w modem for the redeployment of end-of life desktop computers for 90 students, and tablet devices for 35 Northwest ES, 35 Westview MS and 35 Connally

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: 227904(CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

HS students. Technology Lending Library Tablet devices will provide BYOD access during the school day for selected students. To ensure maximum grant expenditures are toward the acquisition of tablet devices and residential internet services for 90 identified low socioeconomic students, the Technology Department will reallocate \$9000.00 from the current 2014-2015 M&O budget to purchase a 2-year, full replacement/repair insurance policy for each tablet device.

The District Instructional Council led by the Chief Schools Officer, the Assistant Superintendent of Curriculum and Instruction and the Executive Director of Technology designs and determines the processes needed to ensure instructional needs are assessed and addressed. The Instructional Council meets monthly to ensure instruction; instructional materials, technological devices and online digital content meet or exceed digital literacy requirements for all learners.

The Instructional Council will work in concert with the Technology Project Manager, the Coordinator of Instructional Technology and the selected Campus Principals to ensure they have designed and implemented report forms in Google Apps for Education that are able to quickly and efficiently gather grant data. Google Forms will be the reporting tools used by Campus Administration to ensure documentation of the grant's assessment measures and goals and provide required reporting information to ensure grant submission deadlines are met. In addition, the team will create student and staff use surveys to measure access, use and creation of assigned products related to digital content. These usage surveys will be submitted by staff and participating students on a bi-monthly basis.

Management of purchased tablet devices and repurposed "end-of-life" equipment will be supervised by the Campus Principal and checked out to identified students using TIPWEB by Hayes. This system is a web-based, real time application. All Instructional Materials inventory, requisitions, returns and condition of materials on campuses and at the district level are tracked using this system. The Campus Principal, Campus Coordinator of Instructional Materials, and the Coordinator of Support Services may quickly and easily obtain reports from the TIPWEB system. These reports will provide necessary grant reporting requirements. The Campus Principal and Campus Coordinator of Instructional Materials will submit Technology Help Desk tickets for devices in need of repair.

Currently, the District has adopted Instructional Materials that support the Language Arts/Reading TEKS. These materials include a textbook and Digital Content. Grades 6-12, using IMA funds, purchased Grade Level class sets of Netbooks for each Secondary campus. This was done in lieu of a grammar textbook, as the Reading adoption contained digital instructional materials that supported the Grammar TEKS. The Language Arts teachers exclusively use these Netbooks. The Grade Level or Department rotates the Netbooks to each classroom in the grade level on a weekly basis. 30 devices per grade level/per campus limits extended use of electronic curriculum or resources by teachers and in assignments for their students. These devices remain on the campus and are stored by the Grade Level Leader or Department Chair. Students do not have access to these devices outside the school day. In addition other Departments or Subject areas do not have access to these devices.

During the August 2013 "Know the Learner" Professional Development conference, digital literacy sessions were offered for District subscription web based resources and IMA electronic instructional materials. Language Arts teachers in grades 6-12 were required to attend a session on the IMA materials connected to Netbooks and their use. K-5 teachers were included in a session on Think Central, a resource connected to the Reading adoption. Additional digital resource materials sessions included World Book and EBSCO, two other online resources purchased with IMA funding. Attendance by subject area teachers at these 2 sessions was optional. However, all sessions were at capacity and campuses contacted Instructional Technology for additional training. Currently, the District is planning the August 2014 "Know the Learning" Professional Development conference. Sessions planned for this conference include accessing, using, creating and assigning electronic instructional materials to students using the BlendSpace environment, Google Apps for Education, Google Chrome Extensions to Enhance Instruction and Learning.com for the Technology Applications TEKS. Teachers participating in the grant that require additional professional development will receive this training during campus based professional development from August 18 – August 25, 2014.

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**Schedule #6—Program Budget Summary**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code,  
Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$40000.00	\$0	\$40000.00	
Schedule #9	Supplies and Materials (6300)	6300	\$58450.00	\$0	\$58450.00	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$98450.00	\$0	\$98450.00	
Percentage% indirect costs (see note):			N/A	\$1550.00	\$1550.00	
Grand total of budgeted costs (add all entries in each column):			<b>\$98450.00</b>	<b>\$1550.00</b>	<b>\$100000.00</b>	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$98450.00
Percentage limit on administrative costs established for the program (15%):	× .0157
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$1550.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID:227904(CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$0	
	<input type="checkbox"/> Salaries/benefits		<input type="checkbox"/> Other:
	<input type="checkbox"/> Networking (LAN)		<input type="checkbox"/> Other:
	<input type="checkbox"/> Computer/office equipment lease		<input type="checkbox"/> Other:
	<input type="checkbox"/> Building use		<input type="checkbox"/> Other:
	<input type="checkbox"/> Copier/duplication services		<input type="checkbox"/> Other:
	<input type="checkbox"/> Telephone		<input type="checkbox"/> Other:
	<input type="checkbox"/> Administrative		<input type="checkbox"/> Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0.00	

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$0
2		<input type="checkbox"/>	\$0
3		<input type="checkbox"/>	\$0
4		<input type="checkbox"/>	\$0
5		<input type="checkbox"/>	\$0
6		<input type="checkbox"/>	\$0
7		<input type="checkbox"/>	\$0
8		<input type="checkbox"/>	\$0
9		<input type="checkbox"/>	\$0
10		<input type="checkbox"/>	\$0

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$0.00

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Residential Internet for 90 EcoDis Students		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: 2 years of Home Internet access for 90 identified EcoDis Students		
1	<b>Contractor's Cost Breakdown of Service to Be Provided</b>	
	Contractor's payroll costs	# of positions:
	Contractor's subgrants, subcontracts, subcontracted services	
	Contractor's supplies and materials – Internet Access for 90 Residential Services	
	Contractor's other operating costs	
	Contractor's capital outlay (allowable for subgrants only)	
Total budget:		\$40000.00

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

	Specify topic/purpose/service:	<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>	<b>Grant Amount Budgeted</b>	
2	Contractor's payroll costs      # of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services	\$	
	Contractor's supplies and materials	\$	
	Contractor's other operating costs	\$	
	Contractor's capital outlay (allowable for subgrants only)	\$	
	Total budget:	\$	
	Specify topic/purpose/service:	<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>	<b>Grant Amount Budgeted</b>	
3	Contractor's payroll costs      # of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services	\$	
	Contractor's supplies and materials	\$	
	Contractor's other operating costs	\$	
	Contractor's capital outlay (allowable for subgrants only)	\$	
	Total budget:	\$	
	Specify topic/purpose/service:	<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>	<b>Grant Amount Budgeted</b>	
4	Contractor's payroll costs      # of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services	\$	
	Contractor's supplies and materials	\$	
	Contractor's other operating costs	\$	
	Contractor's capital outlay (allowable for subgrants only)	\$	
	Total budget:	\$	
	Specify topic/purpose/service:	<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>	<b>Grant Amount Budgeted</b>	
5	Contractor's payroll costs      # of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services	\$	
	Contractor's supplies and materials	\$	
	Contractor's other operating costs	\$	
	Contractor's capital outlay (allowable for subgrants only)	\$	
	Total budget:	\$	

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$0.00	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0.00	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0.00	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$40000.00	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0.00	
(Sum of lines a, b, c, and d) Grand total		\$40000.00	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**County-District Number or Vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment number (for amendments only):

**Expense Item Description**

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
<b>Technology Hardware—Not Capitalized</b>							
6399	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>	
	1	Protective Cover	CHS-227904003, WMS-227904042) Transport during daily classes	70	50.00	\$58450.00	
	2	Protective Cover	NES-227904104 Transport during daily classes	35	50.00		
	3	Tablet Device	CHS-227904003, WMS-227904042 BYOD access to electronic instructional materials during daily classes	70	\$470.00		
	4	Tablet Device	NES-227904104 BYOD access to electronic instructional materials during daily classes	35	\$400.00		
	5	Cable Modem	Provide Hardware for Cable Co Internet Services for residential use	90	\$70.00		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$0	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
<b>Grand total:</b>						<b>\$58450.00</b>	

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### Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment: CHS/WMS/NES</b>			<b>2002/865/614</b>	
Category	Number	Percentage	Category	Percentage
African American	484/168/115	N/A	Attendance rate	91/96 /97
Hispanic	951/508/275	N/A	Annual dropout rate (Gr 9-12)	1.0%
White	224/99/126	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	266/62/68	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1235/643/394	61.7%/74.3/64.2	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	234/227/162	11.7%/26.2/26.4	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	112/37/2	4.9%/3.5/0.3	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	15	15	0	15	15	0	10	10	10	0	90
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>					15	15	0	15	15	0	10	10	10	0	90

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**Schedule #13—Needs Assessment**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD Technology Department, the Curriculum and Instruction Department and the Administrative Staffs at Connally High School, Westview Middle School and Northwest Elementary have found the resources available to their lowest socioeconomic students for advancement in using digital resources during the school day and in the home environment challenging to non-existent. Although the District BYOD policy begins officially in school year 2014-2015, many teachers at the selected campuses have allowed and encouraged BYOD use during school years 2012-2014. These teachers have watched as students who use their own device, or have access to a District device, are more engaged with the content and the instruction. These students are able to consume the digital content and use it to create and collaborate during the instructional period. However, teachers are reluctant to assign homework or research that includes accessing digital content, producing an original product using digital resources or collaborating in online communities due to access issues encountered by low socioeconomic students. While these qualitative subjective observations are relevant and respected, the District requires quantitative data to ensure sound decision making that will drive academic success.

The Pflugerville ISD Technology Department contracted with Benchmark4Excellence to participate in the Needs Assessment Benchmarking Study for Information Technology. Benchmark4Excellence collected measurement data in 7 different areas for our District and 9 other District participants. The data collected during the 2013-2014 school year measured how technological resources are currently being used to advance Instruction and evaluated current progress and effectiveness. The company then produced a comparative analysis of all 10 District participants.

For The Pflugerville ISD, Benchmark4Excellence found significant issues in the migration to digital formats for curriculum, technology integration into the classroom and preparation for a BYOD world. These 3 areas are impacted significantly due to uncertain revenues that force shortened budgetary planning. The report also indicated that students' low socioeconomic backgrounds, how and when technology is deployed, then integrated into curriculum and finally the instructional delivery by educational staff are all major contributing factor in the District moving forward with Technology. It was specifically noted in the report, "There appears to be a link between academic achievement with how robust the technology delivery mechanism is within the District, the number of technological devices per student either during the school day, including BYOD devices, access at home, implementation fidelity and evaluation measures that include progress and effectiveness." Benchmark4Excellence will continue to work annually with the District to ensure goals are specific, measurable, and actionable to continue our steps toward continuous improvement of technology and its integration into daily practice.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Use of Digital Content to create curriculum connections that support, solidify, supplement, enrich, extend and accelerate student learning.	Core Content teachers access District Curriculum through the Curriculum Management System, PerfPLUS to assign referenced digital content, learning activities, collaboration and creation of original product to students.
2.	Teacher instruction lacks consistent use of Digital Content in daily assignments due to equity of student access at home.	Core Content teachers access District Curriculum through the Curriculum Management System, PerfPLUS to ensure referenced digital content, learning activities, and simulations are used in instruction. Teachers will use just-in-time video demos and collaborative communities to provide continuous PD. Teacher will ensure web 2.0 tools and digital content are known and available outside the school day to all students.
3.	Digital Literacy in the Teaching and Learning realm of the Texas STaR chart remains constant at the Developing stage over the past 5 years.	Support the use of emerging technologies and innovative strategies, in classrooms and at home to infuse technology based learning for all students by providing appropriate curriculum, devices and services including electronic curriculum and digital content services.
4.	Continued development of District Technology Standards and Proficiencies.	Core Content teachers will provide all students the opportunity to improve academic achievement by utilizing technology to foster collaboration, communication, critical thinking, problem solving, creativity, innovation and lifelong learning. Examples include, but are not limited to Edmodo, Google Apps for Education, Google Hangouts, BlendSpace.
5.	24/7 online access to instructional resources and collaborative environments for students.	"BYOD" check out devices for daily use on campus and repurposed end-of-life desktop computers with residential internet access for identified students at Connally High School, Westview Middle School, and Northwest Elementary School.

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### Schedule #14—Management Plan

County-district number or vendor ID: 227904 (CHS/227904003, WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Asst. Superintendent of C and I	Ed.D. Member of Executive Leadership Team. 5 years previous experience leading Curriculum and Instruction in Manor ISD and Comal ISD.
2.	Executive Director of Technology	MBA. Member of Executive Leadership Team. PISD employee 5 years. COSN Certification. 4 years of experience leading Technology Departments in previous Districts.
3.	Coordinator Instructional Technology	M.Ed, PISD employee 26 years. Certified LOTI Trainer and Promethean Integration Trainer. Current Instructional Technology position 15 years
4.	Campus Principals	M.Ed., Principal Certification, Administrative Certification @ Connally High School, Westview Middle School, Northwest Elementary School
5.	Executive Director of C and I	M.Ed., Principal Certification, Administrative Certification, Ed.D. in progress, Lead4ward certification. Member of Executive Leadership Team

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Select HS, MS and ELEM students for participation and obtain class schedules and teacher assignments	1. Data pull from iTCSS systems for preliminary list	05/20/2014	06/05/2014
		2. Supply student list to each campus; initial f-2-f interview to determine home use capabilities	08/27/2014	09/15/2014
		3. Contact Parents of selected students; send agreement form; tabulate parent responses	08/27/2014	09/15/2014
		4. Notify selected students and parents	08/27/2014	09/15/2014
		5. Notify teacher(s) of record for each student	08/30/2014	09/30/2014
2.	Campus PD for teachers of record to ensure Digital Content, Resource knowledge	1. Campus PD to review available Digital Content	8/17/2014	9/30/2014
		2. Content Coordinators review digital resources	6/08/2014	9/30/2014
		3. PerfPLUS links are connected to Digital Content	05/01/2014	8/27/2014
		4. Inst. Coach delivers ongoing/modeled teacher PD	09/01/2014	05/30/2016
		5. Desktop demo videos posted to District website	06/01/2014	05/30/2016
3.	Redeploy desktop computers, establish&maintain residential internet access	1. Reimage selected end of life devices with free OS	06/08/2014	06/30/2014
		2. Purchase Cable Modems for identified students	10/15/2014	11/01/2014
		3. Install modems	10/15/2014	11/01/2014
		4. Install internet service for residential access	10/15/2014	11/14/2014
		5. Student home surveys ensure functional connection	11/14/2014	05/30/2016
4.	Purchase, image, deploy tablet devices to campus for checkout	1. Purchase/receive/image tablet devices	10/01/2014	10/30/2014
		2. Ensure TIPWEB is ready for tablet device checkout	10/01/2014	10/30/2014
		3. Initial Deployment CHS, WMS tablet devices	11/01/2014	12/15/2014
		4. Initial Deployment NES devices	11/15/2014	01/30/2014
		5. Pull monthly device checkout reports from TIPWEB	01/30/2015	05/20/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Instructional Council led by the Chief Schools Officer, the Assistant Superintendent of Curriculum and Instruction and the Executive Director of Technology designs and determines the processes needed to ensure instructional needs are assessed and addressed. The Instructional Council meets monthly to ensure instruction; instructional materials and technological devices and online digital content meet or exceed digital literacy requirements for all learners. The Instructional Council membership includes Campus Administrators and the District Communications Officer.

The Instructional Council will work in concert with the Technology Project Manager, the Coordinator of Instructional Technology and the selected Campus Principals to ensure they have designed and implemented report forms in Google Apps for Education that are able to quickly and efficiently gather grant data. Google Forms will be the reporting tools used by Campus Administration to ensure documentation of the grant's assessment measures and goals and provide required reporting information to ensure grant submission deadlines are met. In addition, the team will create student and staff use surveys to measure access, use and creation of assigned products related to digital content. These usage surveys will be submitted by staff and participating students on a bi-monthly basis. The data collected will be analyzed and used to determine changes, if any, that need to be implemented by District Leaders and Instructional Staff.

The Instructional Council delivers a monthly report during ATeam. The ATeam consists of all District Leadership personnel, including Campus Principals. The ATeam meets monthly and each Administrative Department delivers information items and required action items. Campus Principals disseminate information to Campus Staff and assign action items to designated staff members. In addition, the Executive Leadership team determines parent communication needs and information is published to the District website, FaceBook page and Twitter feeds. Campus Principals then repost all information to their Campus Web page, FaceBook page, Twitter feed and ListServ.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD passed a Bond on May 10, 2014. This Bond package includes \$20,000,000.00 for Technology improvements and advancements including ensuring wireless access in each District classroom. The District Technology Advisory Council has identified upgrades to the wireless infrastructure as most needed, followed closely by the addition of student devices. These upgrades and new installations will begin on July 1, 2014 and be completed at Connally High School, Westview Middle School and Northwest Elementary School by October 30, 2014. The District will use a combination of the wireless infrastructure, District student devices, student BYOD and grant funded student devices to significantly increase student access to digital resources during the instructional day. Funding limitations from state revenues and IMA prevent the District from establishing a 1:1 initiative. However, the District and its stakeholders are committed to providing student devices on an "as needed" basis to increase the rigor and engagement in the learning environment.

Wireless Netbook Carts for Language Arts Classrooms in grades 6-12 were purchased with IMA funds in place of the Grammar adoption. Each grade level on each secondary campus has 1 cart/30 devices for each grade level team. These Netbooks allow Language Arts/Reading teachers to assign in-class digital online resources and writing tasks to their students. Students are not allowed to use the Netbook outside the Language Arts classroom in other subject areas, nor checkout the device to complete assignments at home.

The adoption process for K-8 Science and Math materials was completed in January 2014. Due to inadequate IMA funds, the District selected to provide textbooks for a 4-year period, and then provide a digital textbook/content for all years until the next adoption. School year 2014-2015 will use the same formula for 9-12 Math / Science adoption and K-12 Social Studies. The District does not foresee the state resolving IMA funding inequities, but is committed to the use Digital content in all core areas using BYOD, M&O, Title 1, Bond and Grant funded student devices.

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### Schedule #15—Project Evaluation

County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Survey of Home Internet Use	1.	Student submits monthly Google Form for Internet Access satisfaction
		2.	Student submits monthly Google Form indicates # of digital assignments
		3.	Student submits monthly Google Form indicates type of digital content used
2.	Student Device Use Reports	1.	Device tracking reports – # times device logged into network
		2.	Device tracking reports – Digital Content Accessed; how often
		3.	Device tracking reports – Non applicable content accessed
3.	Parent Survey of Home Internet Use	1.	Parent submits quarterly Google Form for Internet Access satisfaction
		2.	Parent submits quarterly Google Form indicates type of student use
		3.	Parent submits quarterly Google Form indicates other uses of connection
4.	Teacher Digital Content Use, Device Use and Access	1.	Teacher submits monthly Google Form - # of Digital Assignments
		2.	Teacher submits monthly Google Form – Type of Digital Content Used
		3.	Teacher submits monthly Google Form – avg # of BYOD, # District, # grant
5.	Campus Walkthrough Data for selected campuses	1.	Walkthrough data submission - # of devices being used in instruction
		2.	Walkthrough data submission – Digital Content use associated with TEKS
		3.	Walkthrough data submission – Digital Content use during direct instruction

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program level data collection, identified evaluation measures of student participation, device use, access to digital resources connected to core content, parent input, teacher use of electronic resources in lesson planning, classroom instruction, and student use of digital resources outside the school day will be ongoing throughout the grant period. The District will use District Google Apps for Education Forms, the District designed, locally hosted, Administrative walk-through instrument and Electronic Instructional Materials Usage Reports from IMA and M&O funded Online Digital Materials Subscription to assess increases in digital instructional resource use. In addition, the District Student Information Systems will track the approximately 90 identified students through the Student Information System, enabling data collection and reporting including attendance, discipline reporting, assessment data, and grade reporting.

Project deliverables will be monitored using survey instrument and digital resource usage reports for the approximately 90 participating students and their corresponding teacher(s) of record. The Administrative walk-through instrument will be modified to include additional fields that will alert Campus Administrators, Curriculum and Instruction Coordinators and the Instructional Technology Department to teachers in need of additional professional development for digital instructional materials use. Identified Teachers will receive tutoring in digital resource access and classroom use by Instructional Technology Specialists, Instructional Coaches and the Coordinator of Instructional Technology. PerfPLUS, the District Curriculum Management System, includes digital resource references, login information, and TEK connected activities for use with the Curriculum Bundle. Identified teachers, using their PerfPLUS login, will select the electronic instructional materials that meet the need of the stated objective and include it in their planning document. PerfPLUS reporting will alert Curriculum and Instruction staff, Campus Administrators and the Instructional Technology Department to teachers not including electronic instructional materials and who may be in need of classroom modeling, lessons planning construction with electronic instructional materials or co-teaching with an instructional coach.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD currently does not have a mobile device technology lending program. Mobile netbook carts, with a wireless access point are available for use in the Secondary Language Arts classrooms, but these devices are not available for use outside the school day or outside this subject area. Additionally the District currently does not have the wireless infrastructure in place to support extensive use of student devices in the classroom, including campus purchases and BYOD.

In May of 2014, The Pflugerville ISD community passed a comprehensive Bond that included \$20,000,000.00 for Technology. First and foremost, Bond funds will be used to install wireless access points in each classroom and update and improve the limited wireless access throughout each District building. These installations, updates and improvements will enable the District to support student devices in classroom instruction, including BYOD, campus purchases, student devices included in the Bond election and through grant funding.

The District will begin to implement the wireless infrastructure necessary to use student devices in the classroom in June 2014. This implementation will enable teachers to plan for, use and assign digital instructional materials and resources. Students' ability to access and interact with digital curricular content in the classroom and at home may be the catalyst to improve classroom engagement, provide collaboration to create original products and extend communication beyond the classroom.

The Pflugerville ISD intends to use grant funds to address student's lack of dedicated technology access outside the typical school day and to ensure classroom access to digital literacy advancements and electronic instructional materials connected to the core content curriculum. To resolve the access inequality, the District, using grant funds, will implement a Technology Lending Library that will repurpose "end-of-life" desktop devices and provide Internet access to each identified student(s) for home use. In addition the District will purchase 30 tablet devices for each identified campus for emulate BYOD use for identified students.

The desktop computer will be used in the student's home environment. The grant will supply the funds to purchase an Internet modem and Internet access for each of these redeployed devices. The repurposed desktop computers will use an Open Source Operating System, an Internet Browser, filtered Internet reflective of current District standards and additional open source software to ensure students may access, consume, and interact with digital instructional materials. In addition, students will be able to create, collaborate, communicate and submit assignments through the Google Apps for Education environment. The repurposed "end-of-life" desktop computer will provide students the same functionality as the tablet device, thus ensuring a student has increased options for accessing and using digital content in creating original products to complete assignments beyond the regular school day.

The tablet devices will be available for check out to selected students during the school day and in after school instructional programs while on campus. The purchase of these devices will enable identified students the opportunity to participate in "BYOD" and access state, IMA, M&O funded online subscription resources and electronic content in the classroom.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD currently does not lend equipment to students for home use. Campus access to student devices is very limited due to budgetary issues. These issues include lack of adequate state funding, including IMA and a Bond election that last occurred in 2007.

The 3 campuses identified in this grant are Title 1. The 2 Secondary campuses have purchased a limited number of student devices with Title 1 funds. However, the devices are not part of a lending library, as teachers must have the devices on a daily basis to support student interventions. The identified elementary campus has not purchased student devices, due to ongoing intervention issues. Their content needs outweighed the need to acquire student tablet devices.

Technology devices purchased with M&O and 2007 Bond funds will be repurposed for home use for the selected students from the 3 identified campuses. Repurposing and reusing end-of-life equipment respects the trust our stakeholders have placed in the District to expend funds judiciously.

Grant funds will be used to acquire dedicated residential internet access for 2 years for students from the selected campuses. At the conclusion of the grant, the District will place the continued yearly cost of Internet access into the M&O Technology budget. The \$18,000.00 per year, for these identified students, reinforces the District commitment to these students and their access to electronic instructional materials.

In addition, we will continue to repurpose end-of-life desktop computers to selected students. While not new, the devices will be cycled out to ensure the best possible device is deployed at the student's home and supports their acquisition of digital content beyond the school day.

Tablet devices, purchased with grant funds, will be checked out/in to students on a daily basis. This practice will ensure the selected students have a dedicated device to use in the classroom. Students will be required to check the device in at the end of the day, ensure it is placed on the charger and report to the Campus Administrator any problems the device is exhibiting. This practice will also build buy-in from campus instructional staff, as they will be able to trust that devices will be present, in good working condition, fully charged and ready for use during the instructional day.

The District believes that the combination of tablet devices used during the school day, the repurposed desktop computer with modem and residential internet access for reliable home use, will provide dedicated access to electronic instructional materials to each selected student. District purchased online electronic instructional materials, the Google Apps for Education Collaborative environment and additional Cloud-Based resources eliminate the need for the student to transport a device. Students and teachers can concentrate on using electronic instructional materials in the classroom and for home assignments, instead of focusing on the device, its location and its condition.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the Pflugerville Independent School District, technology is an integral part of the teaching and learning process. It is a tool to enhance the delivery of curricula, increase teacher and student productivity and efficiency, promote creative expression, increase communication and access to information. Our vision is to transform the use of technology from its current supplementary role to an integrated role that supports appropriate teaching strategies and makes instruction more relevant to students at all levels. The infusion of appropriate technologies into the instructional program will help ensure that students are prepared to be skillful and productive users of information in the future.

Our mission is to ensure the use of appropriate technologies to enhance the delivery of curricula, meet the academic needs of a diverse student population, and promote optimal growth and learning. In a rapidly changing environment, students are required to access and process increasing amounts of information and to develop appropriate technological skills. Students and teachers will access and present information using technological resources for critical thinking and problem solving.

Technology encompasses tools that encourage students to think creatively, communicate effectively, solve problems wisely, and manage information skillfully. Technology in this context includes computers, mobile devices, data and video systems designed and networked, when feasible, to enhance communication and instruction. In order to accomplish this goal, the Pflugerville Independent School District has made technology a priority. It is our belief that technology is more than just hardware. It can transform the District's culture by providing a way to explore possibilities and opportunities while developing a 21st century learner. These technologies, when properly used, shared, deployed and repurposed promote educational excellence in the District by facilitating resource sharing, innovation, and communication for all.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD has identified the feeder pattern of Connally High School, Westview Middle School and Northwest Elementary that have Economically Disadvantaged populations of at least 62%. Westview Middle School stands out in this feeder pattern as their EcoDis rate is 74.3%. Since Westview Middle School students feed into Connally High School, the Connally High School Economically Disadvantaged population will significantly increase during the next 2 years.

**PLAN 1** – Economically Disadvantaged students at Connally High School, Westview Middle School and Northwest Elementary will be identified by exporting data from Student Information Systems reporting system.

1. Stage 1: - The Primary student data export will identify and export Economically Disadvantaged Free and Reduced Lunch qualifiers in grades 9-11 at Connally HS, 6-7 at Westview MS and 3-4 at Northwest ES.
2. Stage 2: - The Secondary qualifier applied to the stage 1 data will screen students from Connally HS, Westview MS and Northwest ES who meet the federal requirements for Free Lunch.
3. Stage 3: The Tertiary qualifier applied to the data produced in Stage 2, will screen for students at the 3 campuses who share the same home address.

The Tertiary (Stage 3) generated list of students will be interviewed by the campus Counselor(s) to determine the following:

- a. Current computer device located at the student's residence
- b. Current residential internet access capability
- c. Availability of any student(parent) owned mobile device for classroom use

The Stage 3 Tertiary list and the Counselor interviews will identify the 30 students at each campus for participation. A backup list will be maintained. The list will be used to select another student, should a student leave the Campus.

**PLAN 2** – If the Stage 3 Tertiary list and Counselor interviews do not generate 30 students at each campus, additional students will be selected using PLAN 2.

1. Use Secondary qualifier list for FREE Lunch from Plan1, Stage 2 that do not share a home address.

The PLAN 2 generated list of students will be interviewed by campus Counselor(s) to determine the following:

- a. Current computer device located the residence
- b. Current residential internet access capability
- c. Availability of any student(parent) owned mobile device for classroom use

The final list of 30 students from each campus will be reviewed by Campus Administrators and assigned the Learning.com TCEA Digital Literacy Assessment. Scores on the assessment will ensure grade level master of the Digital Citizenship Technology Applications TEKS by selected students. Deficiencies will be corrected with grade level Learning.com lessons for grades 3-4 and Common Sense Media content for grades 9-11.

Campus Administrators will send by postal mail the *Technology Lending Agreement Form* to Parent(s) and/or Guardian(s) of the students. The Parent(s) and/or Guardian(s) and the selected student(s) will sign and return the TLA form. The agreement will ensure that parent(s), guardians and students are informed and understand the following:

1. Responsible use and care of the loaned equipment
2. Responsible use of the supplied residential Internet and District filtering policy
3. Responsible use of the district's digital resources
4. Signed Student Responsible Use Guidelines (Student Handbook Acceptance)
5. Required survey usage reporting requirements for parent(s), guardians and student(s)

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 227904 (227904003, 227904042, 227904104)

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connally High School and Westview Middle School have deployed a limited number of wireless mobile carts. These carts include Netbooks, purchased with IMA funds for 6-12 Language Arts classes and iPads purchased with Title 1 funds for GAME and CARE classes. Mobile carts are checked out by Language Arts, Game and CARE teachers to use with their students in accessing digital curriculum aligned to the District Curriculum Bundles and online intervention supports provided by the state of Texas. Included in District curriculum are links to online subscription resources. These resources are purchased using M&O and IMA Funds. Group and individual Teacher and student accounts are used to access these curriculum-based resources.

Secondary Science has adopted new materials under Proclamation 2014. Each student will have access to an online eTextbook along with other virtual labs and digital content. Teachers will assign content through the online platform to students to use in the classroom and at home.

Secondary Language Arts STAAR/EOC, writing, revising and editing is more interactive and collaborative using a word processing type application. Language Arts teachers also use research supported, Writing Next, premises that include digital tools are the most powerful for improving student writing.

Secondary Social Studies has moved and implemented a skills-based, inquiry-led curriculum and instruction. This ensures students are spending more time asking historical and content-based questions. This leads to researching answers through district-purchased programs such as Maps 101 and ABC-Clio. The District also maximizes its available funding by using free digital resources provided by presidential libraries, the Library of Congress, universities, and other museums. Writing has become a significant in the Social Studies classroom. Providing access to digital tools to create original written content also supports vertical alignment with Language Arts. In addition, teachers are informing students of resources, assignments, videos and writing assignments through Website type environments.

Elementary Language Arts/Reading students currently use the Houghton Mifflin Harcourt reading series Journeys/Senderos as the resources for practicing and applying the reading TEKS. Students work with teachers in small groups to read books at their individual instructional levels. Each classroom teacher received a set of leveled readers with the reading textbook, which corresponds directly to the grade level. However, the digital copies of leveled readers for all grade levels are available to teachers and students during the day and at home. These beneficial resources provide more options for students to practice reading at their instructional levels. Fourth grade students have access to individual accounts in Write Source. This resource promotes grammar skills practice as they prepare for STARR. The interactive and engaging digital lessons in Write Source provide practice that motivates students to writing success. Students also have access to a variety of online resources to support research and comprehension of content materials (i.e., Maps 101 and Ebsco). The targeted elementary campus has limited classroom computers and no mobile devices. The computer lab is available on a weekly basis. This limits the number of minutes any one student has access to maps, primary/secondary sources and content information to enhance their learning.

Elementary Science and Math students may access the new online math and science curriculum from Houghton Mifflin Harcourt. Teachers will be able to assign lessons, activities, and assessments electronically. Students will also have access to personal tutors and intervention related resources. There are online virtual investigations that reinforce understanding of math and science concepts. The District's written curriculum includes direct links to materials and websites that include applications that support a variety of learning experiences. Students with access may use these resources in the classroom and at home. The Math and Science curriculum continues to evolve and will reflect the transition to a technology driven means for supporting and enriching daily instruction.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD Foundation Curriculum bundles include electronic instructional materials that support, enrich, extend the learning in core content.

Language Arts/Reading K-12 – Electronic Instructional materials include Think Central. This resource was part of the Literature adoption. Each student and staff member has a personal Think Central account to access materials. The Write Source was adopted by 4<sup>th</sup> and 7<sup>th</sup> and provides engaging student practice for the state writing assessment. Guided reading support materials are provided to the teacher and parent(s)/guardian(s) using AZ Reading pdf materials. Each student may select and download a book that supports their reading level. Secondary Language Arts classrooms have Netbook devices to use for writing. Read, Write, Think, a free Web 2.0 resource, contains many activities, simulations and interactives that encourage students to use digital content to create their own learning.

Science K-8 – Free online web 2.0 tools provide students with interactive labs and simulations to further develop the understanding of the TEKS. HS Science courses, for example use Phet Simulations and other sites to run labs and gather data.

Math and Science recently completed the K-8 adoption process. Materials selected will include textbooks, for a 4-year period. After the 4-year period, due to IMA funding limitations, the District will not add additional textbooks. Instead they will select the option to add digital curriculum materials beginning in year 5, through the end of the adoption period.

Social Studies. K-12 teachers currently use materials from the Social Studies Alive program. Many components of this program provide teachers with classroom use of electronic instructional materials to support the Social Studies TEKS. In addition Social Studies uses the ABC-Clío databases for grades 6-12. These digital databases provide student with access to current issues and updated Social Studies content for all courses. Maps 101, a digital resource for accessing maps, globes and data connected to human geography, are used in all K-12 curriculum and classrooms. The District Maps 101 subscription provides an account for students and teachers to access the materials 24/7.

Khan Academy supports all 4 core content areas with videos that support different modalities of learning. Teachers and students in Pflugerville ISD use this digital video content to support direct instruction and provide individual interventions.

The Technology Applications Adoption, Learning.com, supports all K-12 teachers with lessons that focus on the 4 core content areas. These online lessons provide teachers opportunities to integrate the technology and its associated tools, assisting students in creating original digital content that represents their own learning.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD believes Professional Development is an ongoing part of the Professional Learning Community and provides a path to education excellence for each Instructional Staff member. The District provides a rich learning environment that includes face-2-face, blended learning, web-based instruction, webinars, conference attendance and content specific workshops and administrator trainings. Each August, Pflugerville ISD Instructional Staff receive training on currently adopted instructional materials during the District PD Conference. The August PD conference takes many forms and offers many options to receive information such as hands-on face-2-face sessions, video demonstrations, webinars, and self-paced, 1-page instructional documents (iGuides). Examples included in Schedule 5 – Grant Summary.

Connally High School, Westview Middle School and Northwest Elementary Campus Principals have agreed that Instructional Staff serving identified students will participate in hands-on, face-2-face training to further develop daily and after hours usage of Digital Instructional Resources. This additional training will take place on the campus during the week of August 18-22, 2014. Staff will review each applicable instructional resource, its capabilities and logins for staff and students. In addition, instructional staff will use PerfPLUS, the curriculum management system, to identify online educational resources/content that support and enrich the TEKS in the instructional environment.

The Pflugerville ISD Board of Directors and Executive Leadership have approved two positions to increase the integration of technologies into the classroom. The campuses will maintain the Digital Literacy Lead position, the liaison between the Technology and the campus. The Elementary and Secondary Instructional Technologists will work with the Campus Digital Literacy Lead to create weekly training sessions. These sessions will address the needs of each content area.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD passed a Bond on May 10, 2014. The Bond addresses infrastructure upgrades including full wireless integration in each classroom and additional fiber cabling.

Connally High School, Westview Middle School and Northwest Elementary School have been prioritized for installation and upgrades to wireless access points to support the Technology Lending Library grant device requirements.

The fiber additions and upgrades will allow for a more robust Internet connection in all District classrooms. Fiber upgrades will continue to ensure smooth delivery of electronic digital resources such as video streaming, simulations, interactives to the student device and teacher desktop.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD has been identified as a Google Fiber District. The District would like to take advantage of the Fiberhood we are building with Google in anticipation of their launch to provide residential internet access to identified student. However, Google is not able to release information as to when the services would be available in our area.

The Pflugerville ISD will contract with a local, reputable Internet Service Provider. We will provide access on a monthly basis to each identified student(s). The Company will be able to advise if the provided internet service needs to be terminated at one residence or activated at another, should the student's family relocates. Monthly billing for each account will allow us to amend the residential internet services, if Google Fiber launches and becomes a possibility for our students during the grant period.

The District will purchase a cable modem with grant funds for each participating household, as the cost of providing and owning the modem, is less than leasing the device from the service provider. The modem will be installed in the repurposed desktop computer before it is sent to the student's residence. The Internet Service Provider will configure the modem device and activate internet service for the student.

To ensure COPA and CIPA compliance, the service provider will work with the District to ensure Internet is filtered at the student's residence, similar to the District filter.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD Technology Department has qualified technicians assigned to each campus, a help desk technician and a help desk ticket submission process. Campus personnel are able to call the help desk or submit a help desk ticket to request a technician to service the device. In addition, the Librarian and the Digital Literacy Lead on each campus will be able to provide a minimal level of support to the students in the use of the assigned device.

The District is aware that device malfunction can cause lost instructional time. Each identified campus will have 5 devices to use as backups. The Help Desk and Technicians will have time to respond to the ticket, instead of identifying each ticket as an emergency. If the device needs warranty repair, the additional devices will allow the student's device to be shipped for service. The Insurance provider ensures all devices are shipped to/from using priority status. The guaranteed repair/replace turnaround time is 3-5 days.

End-of-life desktop computers will be replaced should a student or parent report a failed device. The Bond passed on May 10, 2014, allows for a replacement cycle of desktop computers. The Technicians will reimage these desktops before removal from campus and store until needed, should a home use device fails.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Principals have identified the appropriate campus administrator/staff member to enter student tablet devices into the TIPWEB system. The daily checkout of assigned devices will be done using the Follett Library System in the Campus Library. The selected students will check out the device from the Campus Library each morning, check it in at the end of the instructional day and place it on the charger. Devices identified as needing Technician attention, will be entered into the Help Desk system. The Technician will address the help desk ticket within 24 hours. Devices needing warranty repair, break/fix will be priority shipped to the Insurance provider and returned to the Campus within 3-5 days. The student will be assigned 1 of the 5 backup tablets until their device is repaired or returned.

The students assigned to the devices will have been determined prior to the onset of the grant found in Schedule 17-TEA Requirement 2. Competing needs will be addressed when/if a student leaves the campus. The Counselor will interview the next student(s) on the data pull and determine which student will be reassignment of the repurposed desktop computer, the residential internet access and the tablet device. The Counselor will then notify Instructional Technology of the newly identified student.

The Technology Department will contact the Internet Service Provider to discontinue services to the student who has left the campus. The Campus and District will then follow the same procedures for redeploying the repurposed desktop computer and establishing residential internet access identified in TEA Schedule #14—Management Plan-Part 2-Steps 1-5.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227904 (CHS/227904003,  
WMS/227904042, NES/227904104)

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD will use 2014-2015 Maintenance and Operations budget to purchase Insurance for each grant supplied device. The District is committed to using grants funds to purchase devices and internet services for our neediest of students. The \$9000.00 insurance costs, while necessary to ensure device protection over the next 2 years, would reduce the number of devices and internet access supplied to students. Our goal is to identify and serve as many Economically Disadvantaged students with these grant funds, at the 3 selected campuses as possible.

The District will use TIPWEB to track all grant purchased modems and devices. This system is used to track all District IMA purchases. The Campus Administrator assigned to managing TIPWEB will ensure modems and devices are tracked by this system.

Additionally, the student will check the tablet device assigned to them in/out from the Campus Library on a daily basis. This procedure allows for additional tracking and security of the tablet devices. It will also provide needed data for Performance Measures required by the grant.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Pflugerville ISD has written and developed a Responsible Use Guidelines document to replace the antiquated Acceptable Use Policy. The Board will adopt the RUG at the July 2014 Board meeting. The Pflugerville ISD RUG addresses responsible use and care of all District owned equipment and Internet services. It also addresses proper use of District provided digital resource access during the school day and after school. The Responsible Use Guidelines are included in the Student Code of Conduct, Discipline Policy and the Student Handbook. The Student Handbook is given to Parent(s) and/or Guardian(s) of District students each year. Parent(s) and/or Guardians must accept the terms found in the Student Handbook and return the verification. The Parent(s) and/or Guardian(s) of District students have the option to NOT allow their student(s) Internet access during the school day. In addition, they may OPT OUT of providing their student(s) a Google Apps for Education account. The OPT OUT of Internet access and OPT OUT of Google Apps for Education will be a check field in the Student Information Services system. If the Parent(s) and/or Guardian(s) OPT OUT of either service, the student will not be considered for grant participation.

Students considered for participation in the grant will use the Learning.com/TCEA provided Elementary or Secondary Digital Literacy Assessment to demonstrate master of Digital Citizen Technology Applications TEKS. Students identified for the grant, but who do not show mastery, will be reassigned the Digital Citizenship Learning.com lessons. Students will not receive grant funded Internet access or a tablet device for daily use, until the lessons are completed, a reassessment is delivered and mastery is demonstrated.

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